

### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

In this chapter the writer discusses research methodology, research design, subject of the research, instrument of the research, data collection technique, data analysis and research schedule.

##### **A. Research Methodology**

The research methodology used in this study is qualitative research. According to Singh (2007) as cited by Ariani (2018) “Method is a style of conducting a research work which is determined by the nature of the problem”. According to Miles and Huberman (1994) as cited by Mahardinata (2012) qualitative study the data usually in the form of word rather than numbers, have always been the staple of some fields in the social sciences, notably anthropology, history, and political science. It involved essences of people, objects, and situations.

From the explanation above qualitative research is aimed to reach the basic understanding through researcher experience that is directly processed and integrated with the subject and location that is in the form of real report with no additional or reduction and factual field note.

## **B. Research Design**

This study was employed by using a descriptive qualitative research design. According to Creswell (2009) in Prawira (2017) qualitative research design also delivers appearing pattern and research words drawn from qualitative inquiry. The research used descriptive qualitative research. The goal of descriptive qualitative method s investigate the detail interpreting people, places, or events in a setting in qualitative approach (Creswell, 2009) as cited by Prawira (2017). In addition to this, Lambert and Lambert (2012) in Gallegos, Tesar, and Connor (2017) point out that descriptive qualitative method is used to provide rich information for the purpose of saturating the data.

## **C. Subject of the Research**

This research would focus on implementation of scenario, teachers and students responses and students difficulties in teaching reading comprehension using jigsaw technique through short story. This subject of this research are eighth grade students of junior high school in cimahi, totaling 20 students, consisting of 15 female students and 5 male students. In the subject of this research, there are several students who had high, medium, low and very low abilities, and material would be use is recount text. The reason is recount text is a functional text that must be mastered by students.

The student's characteristics are:

1. Students' interest in reading is low
2. Lack of student knowledge in vocabulary and grammar.
3. Lack of student motivation in reading.

#### **D. Instrument of the Research**

According to Kaswan and Suprijadi (2016) instrument is any device to collect data. The researcher used instrument as collect the data, to get know skill students in reading comprehension using short stories. In this research, the instruments used are as follows:

##### **1. Observation Sheet**

The observation guide used by the researcher to gather the information about implementation of scenario, teachers and students responses toward teaching reading comprehension recount text using jigsaw technique through short story include: all the things happening in the process of teaching and learning by observing the whole section of the teaching and learning process in the classroom. The researcher choose two types of observation checklist, first is the observation sheets for teachers observer. Second type is the observation sheet for the researcher.

**Table 3.1 Observation checklist for the teachers' observer**

| No. | Statement                                                                                                              | Yes | No |
|-----|------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1.  | The teacher has implemented reading comprehension learning in accordance with the learning plan and learning scenario. |     |    |
| 2.  | The teacher delivers the material correctly so as to reduce the mistakes received by students.                         |     |    |
| 3.  | The teacher has provided explanations and exercises that are easily understood by students                             |     |    |
| 4.  | Students can understand and apply the learning of reading comprehension that has been taught by the teacher.           |     |    |
| 5.  | By using the jigsaw technique used by the teacher students look enthusiastic, happy, interested, and not bored.        |     |    |
| 6.  | Students feel the time given by the teacher to understand the material goes quickly.                                   |     |    |
| 7.  | Students become motivated to get better grades.                                                                        |     |    |
| 8.  | With jigsaw techniques students can improve their reading comprehension skills individually.                           |     |    |
| 9.  | Students feel more valued when expressing their opinions in front of the class.                                        |     |    |
| 10. | Students become bolder in expressing their opinions in the teaching and learning process.                              |     |    |

*Sources: adopted from Muhlisin (2018)*

Below is an observation checklist for researcher, assessing student activities in the class and see students responses in teaching reading comprehension using jigsaw technique through short story.

#### Pre-activity

1. Students are involved in this activity
2. Students actively participate in this activity.
3. Students understand the target language easily.
4. Students can understand the contents of the reading.

### Whilst-activities

1. Students understand jigsaw technique instructions.
2. Students face several difficulties in completing assignments.
3. Students solve reading comprehension problems.
4. Students are able to work in pairs or groups.

### Post-activity

1. Students share their understanding with friends with enthusiasm.
2. Students understand the material.
3. Students can transfer material.
4. Students summarize or reflect on the lesson.

**Table 3.2 Observation checklist for researcher**

| PARTICIPANTS | PRE-ACTIVITY |   |   |   | WHILST-ACTIVITY |   |   |   | POST-ACTIVITY |   |   |   | EVIDENCE |
|--------------|--------------|---|---|---|-----------------|---|---|---|---------------|---|---|---|----------|
|              | 1            | 2 | 3 | 4 | 1               | 2 | 3 | 4 | 1             | 2 | 3 | 4 |          |
| Student 1    |              |   |   |   |                 |   |   |   |               |   |   |   |          |
| Student 2    |              |   |   |   |                 |   |   |   |               |   |   |   |          |
| Student 3    |              |   |   |   |                 |   |   |   |               |   |   |   |          |
| Student 4    |              |   |   |   |                 |   |   |   |               |   |   |   |          |

*Source: adapted from Sartini (2014)*

## 2. Questionnaire

The questionnaire used by researcher to collect the data about students' responses, and students' difficulties in reading comprehension recount text.

**Table 3.3 Questionnaire for students**

### Part A Students responses

**Give a sign (✓) in the question column below based on your own opinion!**

| No. | Statement                                                                                                                               | Yes | No |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------|-----|----|
| 1.  | Did learning recount text with Jigsaw techniques make you have a high willingness and follow lesson?                                    |     |    |
| 2.  | Did learning recount text using Jigsaw reduce errors in reading comprehension?                                                          |     |    |
| 3.  | Did the learning that has been done make it easier for you to understand the learning material?                                         |     |    |
| 4.  | Did learning with the Jigsaw technique that has been applied make it easy for you to understand the material being taught?              |     |    |
| 5.  | Did learning recount text using Jigsaw techniques that have been applied more interesting, fun, and not boring?                         |     |    |
| 6.  | Did you feel the time given by the teacher to understand the material goes quickly                                                      |     |    |
| 7.  | Did using the Jigsaw technique that has been applied, make you motivated to get better grades?                                          |     |    |
| 8.  | Did learning recount text with Jigsaw techniques which has been implemented can improve your reading comprehension skills individually? |     |    |
| 9.  | Did you feel more valued when expressing opinions when studying in class?                                                               |     |    |
| 10. | Did you more courageous in give an opinion in the learning process in the classroom?                                                    |     |    |

*Sources: adopted from Muhlisin (2018)*

### **Part B Students difficulties**

1. What are your difficulties in understanding reading the recount text using the Jigsaw method? (sort according to your difficulty level)

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Vocabulary.

Spelling.

Grammar.

Find out main idea.

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3. Test

Researcher gives students test reading comprehension. Reading comprehension test shaped multiple-choice and divided into two parts, namely test one and test two. Test one is given to students before teaching material and test two given after teaching material. The result test one and two then compared to find out students difficulties in reading comprehension recount text.

### **E. Data Collection Technique**

The procedures of data collection used in this research are observation sheets, questionnaire and test.

1. Observation Sheets

Observation is a method to observe something as object seriously and continuously done by the researcher. Moleong (2001) as cited by Nurlaely (2017) state that this technique depends on the direct observation and also watches the object doing by researcher herself continually, and then notes the behavior and the

real happened. the researcher used observation checklist for the teachers observer as technique how are the implementation of scenario. In addition, observation checklist for researcher, the researcher observed the pre-activity, whilst-activity and post-activity to see of the students during learning process reading comprehension recount text using jigsaw technique through short story.

## 2. Questioner

To collect researcher data using questions, question for teachers observer and students responses in teaching reading comprehension recount text which was carried out for three meeting, and students difficulties in reading comprehension recount text using jigsaw technique through short story which is done at the end of the meeting. These questions are part of gathering information and data needed to support the research process.

## 3. Test

The researcher used the test to find out the difficulties of students before and after learning reading comprehension recount text, the test was conducted twice, namely in the first meeting before learning recount text and the second was carried out in the third meeting after learning recount text. The result of test one and two then compared to find out students difficulties in reading comprehension recount text. Test is used to support the data from the questionnaire



## **F. Data Analysis Technique**

Bogdan and Taylor (1975:79) cited by Nurlaelly (2017) define data analysis as a process which details an effort formally to find the theme and to formulate the work hypothesis. From the definition above, the conclusion is that the data analysis is a process to organize and to arrange the data into a structure, category, and unit of basic explanation so that it can be found the theme and can be formulated by the data.

By principles, data analysis of qualitative research is done together with the process of data collecting. The technique of analysis which is used in the qualitative is by using technique of data analysis that suggested by Miles and Huberman (1994). This techniques consist of three activities: 1) data reduction; 2) data display; and 3) conclusion of data (verification of data).

### **1. Data Reduction**

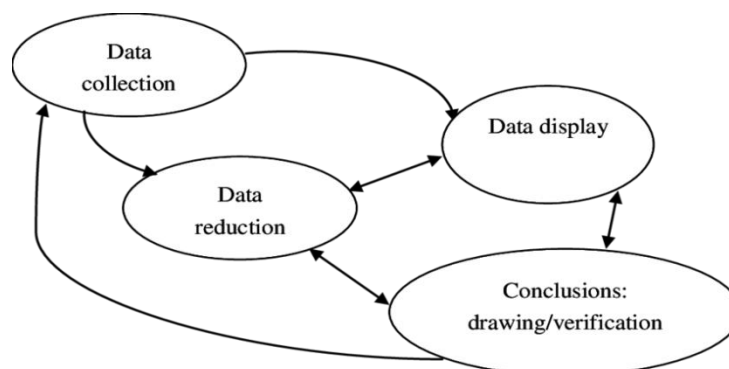
Reduction of data means a process of choosing, centering attention, abstracting and transforming the hard data which is took from field of research. This process is run since the research happened, from the beginning of the research to the end of research. In the process of data reduction, the researcher has to find the real valid data. When the researcher knows of data is still less, the data will be rechecked to as the source of data. It means that the process aims to reduce, to shorten, and to reject which one is important data and which one is not. Then the researcher analyzes with detail to get conclusion of data.

## 2. Data Display

Display of data is arranged information which gives occasions to get conclusion and do an action. This step is effort to rearrange and to reintegrate all of data collection from the research field. The data are data that have been selected, shorted, and coded in the step of reduction of data. The presentation of data is done by arranging the information systematically in a description from that explains about the researcher conclusion. The researcher conclusion is in a logical and systematical sentence so that is can be understood by reader.

## 3. Conclusion of Data

Conclusion is drawing conclusions and verification. The initial conclusions put forward are still provisional and will change if there is no strong evidence to support them at the next data collection stage. But if the conclusions put forward at an early stage are supported by valid and consistent evidence when the researcher returns to the data collection field, then the conclusions put forward are credible conclusions.



**Figure 3.1 Data Analysis**

### G. Research Schedule

In this research schedule, the research provided a list of activities that happened during the research process. The schedule is shown on the table below.

**Table 3.4 Research date activities**

| No. | Activities                                                       | Month |     |     |     |     |     |
|-----|------------------------------------------------------------------|-------|-----|-----|-----|-----|-----|
|     |                                                                  | Oct   | Nov | Des | Jan | Feb | Mar |
| 1.  | Proposal Preparation                                             | √     |     |     |     |     |     |
| 2.  | Preparation of learning implementation and research instruments. |       | √   |     |     |     |     |
| 3.  | Research instrument                                              |       |     | √   |     |     |     |
| 4.  | Field research                                                   |       |     |     | √   |     |     |
| 5.  | Data processing                                                  |       |     |     |     | √   |     |
| 6.  | Write chapter I-III                                              |       |     |     |     | √   |     |
| 7.  | Write chapter IV-V                                               |       |     |     |     |     | √   |

